**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson: 8-7 Problem Solving: Draw a Picture and Write a Number Sentence** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| *Computation: Review Flashcards for larger sums by playing “Trip Around The Worls.”*  *Do Calendar docs review on wikispaces.com.* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  1. Review what two-digit numbers with regrouping means.  2. Ask students to show what a part-part-model is with objects. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  *Kim saw 13 cows and 18 goats at the farm. How many animals did Kim see altogether?*  *Work in pairs using connecting cubes to solve the problem.*  Are you going to join the cubes together or separate them to get the answer?  Is the answer going to be bigger or smaller? | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Using the part-part-whole model draw 13 dots in the left part and 18 dots in the right part.  What animals are represented on the left part?  What animals are represented on the right part?  What animals will you draw on the top square? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Using another part-part-whole model, put numbers into each section.  What number sentence can you write to solve the problem?  How did you get your answer? Is there another way besides this model to get the same answer? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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